

Recognizing Sequence and Chronological Order

STUDENT OBJECTIVES

- Recognize chronological and sequence order in text
- Understand how chronological and sequence order are used in organizing information

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 51
- **Practice Worksheets**, Levels A and B, pp. 52–53
- **Reteaching Worksheet**, p. 54

Teach

- 1. Introducing Chronological and Sequence Order:** Brainstorm with students any common systems for tracking and organizing information based on the timing of events. List ideas on the board. (*timelines, calendars, clocks, appointment books, sundials, computer file storage, etc.*) Explain that writing can also be used to keep track of events in time order. Tell students that both **chronological order** and **sequence order** arrange ideas according to their order in time.
- 2. Teaching Chronological and Sequence Order:** Distribute the **Lesson Summary**, and go over the definitions in the **Academic Vocabulary**. Point out the difference between **chronological order** which narrates or reports events as they happen or have happened vs. **sequence order**, which describes how events unfold step by step. Go over the **Here's How** steps on the **Lesson Summary**. Have students apply the steps to the **Example**.
 - **Tracking Time:** Explain that time references often appear at the beginning of sentences, such as “That Thursday” and “On Friday” in the first two sentences.
 - **Timeline or Chart:** Stress that the best way to track chronological information is to start at the beginning. Notice how the timeline begins with the earliest time reference: 1999. Then ask students to suggest a title for the passage. (*Sample: Five Sick Days of Halloween*)
 - **Sequence and Pace:** Tell students they will develop a better sense of the chronological pace once they finish a story or an account. They should then have a better grasp of the total time period covered so that they can return to the text to see when action speeds up and when it slows down. Point out that if there is a sequence of steps to be followed, a text will include clue words such as *before, next, then*. Have students brainstorm other sequence clue words and other ways of showing sequence. (*Sample: first, second, last; numbering or listing steps*)
- 3. Guided Practice:** Note the tendency to tell stories orally in **chronological order**. Write the following passage on the board or read it aloud. Have students take notes in a numbered list, naming each event and the order in which it happened.

EXAMPLE When I was in the fourth grade, my aunt would come over to be with me when I got out of school. The next year, my mom asked our neighbor to check in on me until she came home from work. That summer, she was letting me stay

RECOGNIZING SEQUENCE AND CHRONOLOGICAL ORDER, CONTINUED

home alone for about four hours every morning. Now that I'm in sixth grade, she trusts me much more to be by myself.

- Explain that chronologies are easy to follow because they advance the same way we all experience time: with one event following another.
- Write on the board or read the following passage aloud. Then discuss the questions.

EXAMPLE Ted Williams, born in August 1918, is a Hall of Fame baseball player. He started playing for the Boston Red Sox in 1939. In 1941, he hit .406—the last player to reach .400 for a season. Williams played for 19 seasons with the Red Sox, retiring in 1960. Williams' baseball career was interrupted by military service in both World War II and the Korean conflict. He died in 2002.

- Ask: How old was Williams when he started playing for the Red Sox? (*20 or 21*)
- Ask: In how many decades of the twentieth century did he play professional baseball? (*four*)
- Ask: What does this brief chronology tell you about Williams? (*He was a highly talented baseball player and an especially good hitter; during wartime, he served his country well.*)

4. Modeling the Skill: Refer students back to the example on the **Lesson Summary**. Have the class help you as you reword the **Example** passage as a sequence-order passage: “When a Flu Hits.” Use the following example below as a guide. Use the events in the passage as sequence of steps for how a flu develops.

EXAMPLE First you begin to feel an ache in your shoulders or neck. At the same time, you might notice a stuffy nose. At this time, or perhaps before, you will also feel tired and low-energy. Next, usually within 24 hours, you will feel full-blown symptoms: a flushed face, sneezing, and sniffing. This is a sign that your fever is up. It starts at normal 98.6°F, but when a flu hits, a fever of up to 102°F is not unusual. Once you know you have fever, it is important to rest at home, in bed.

- **Tracking Timing:** Notice that if steps are not actually numbered, often each sentence will begin with an ordinal number word—*first, second, third*—and begin the final sentence with the word *finally*.
- **Time Line or Chart:** After rewriting the passage. Have a volunteer break up the steps into a flow chart.
- **Sequence and Pace:** Point out that this particular sequence takes place over a long six years. Tell students that a shorter sequence-order text might explain how to properly seat yourself at the piano, or how to care for and clean an instrument.

QUICK CHECK. Students should be able to recount a personal anecdote, orally or in writing, in chronological order.

Practice and Apply

Activities for chronological and sequence order appear on pp. 52–53.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. *in 1983*
2. *starting in 1987*
3. *by 2005*
4. *Sample: A History of the Big Dig*
5. *3*
6. *2*
7. *1*
8. *6*
9. *5*
10. *4*

Answer Key: Practice Worksheet B

1. *Underlined sentences: Paul Robeson was . . . / He then became . . . / At Rutgers, he . . .*
2. *from 1941–74, in January 1976*
3. *about two years*
4. *Sample: The Extraordinary Paul Robeson*
5. *Sample: 1. chop mango and banana. 2. Wrap them in foil. 3. Freeze overnight. 4. Measure soy, almond, and oat. 5. Add frozen fruit. 6. Pulse. 7. Blend. 8. Spoon honey, vanilla and almond extract. 9. Puree.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer at least three of items 1–4 correctly and should correctly answer at least five of items 5–10.
- **Practice Worksheet B:** Students should answer at least three of items 1–4 correctly and should provide a complete answer close to the sample response for item 5.

For students who need reteaching, review the **Lesson Summary**. Focus on the steps, using them to identify and analyze chronological order in the passage from **Practice Worksheet A**. Then have students complete the **Reteaching Worksheet**, p. 54.

Sample Answers: Reteaching Worksheet

1. *about forty*
2. *1880s*
3. *1920s*
4. *A Short History of Vaudeville*
5. *vaudeville originates in Paris; first U.S. vaudeville theater opens; vaudeville fades in popularity; TV variety shows patterned on vaudeville disappear*